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ABSTRACT

Immaculate Heart College has been awarded a grant by the Office of Education to act as a center and coordinating agent for a prototype tutorial program to prepare adults for CLEP Examinations. The objective is to reach adults within the Los Angeles community who possess the potential for a college degree but who are either unaware of the alternatives for entering college, or afraid of failing as college students. An experimental adult education program launched in 1975 by the college clearly indicated an untapped adult potential in the area, large numbers unaware of CLEP, fearful of taking tests, and of the academic world itself, and uneasy about study habits. The program utilized the resources of the library, individual faculty consultants and student tutors, and combined academic preparation with a focus on the means of alleviating such fears. (Author/AP)

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Final Report

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Project No. 475MH50045
Grant No. G007500620

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COLLEGE LIBRARY PROTOTYPE TUTORIAL PROGRAM TO PREPARE
ADULTS FOR CLEP EXAMINATIONS

September 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education
Office of Libraries and Learning Resources

-R004617

AUTHOR'S ABSTRACT

Immaculate Heart College library, under a grant from the Office of Education, acting as a resource learning center and coordinating agent has set up a prototype tutorial program to help adults prepare for CLEP examinations.

The major objective, to provide tutors for a minimum of 90 adults possessing the potential for a college degree but either unaware of alternative routes to earning college credits or afraid of failing as college students, was achieved by

1. utilizing the resources of the library, individual faculty consultants, and student tutors and
2. combining academic preparation with a focus on the means of alleviating anxieties and fears.

The project provided tutorial assistance to about 150 individuals.

Evaluation of tutorial techniques; preparation of a tutor manual; directives for interviews with prospective students; and contacts with referral sources are included in an analysis of the success factors in replicating the program on similar academic campuses.

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TO PREPARE ADULTS FOR CLEP EXAMINATIONS

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HEALTH, EDUCATION, AND WELFARE

Office of Education
Office of Libraries and Learning Resources

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INTRODUCTION

It is imperative that colleges and universities take a detailed look at their prospective student bodies. The economic plight of institutions of higher learning - a product of decreased enrollment, declining birthrate, capricious inflation-recession cycles, and second thoughts on Acad me's role as an entr e to the "good life" - has led to a re-examination of educational goals by those both within and without the educational establishment.

The proliferating supply of technological information; the time-telescoped developments in the professions with which practitioners must keep abreast; the recognition - often belated - that education does not end but begins at "commencement" are also factors which have necessitated the re-valuation of goals, and of the student body to which, traditionally, higher education has appealed.

"For greater instructional diversity to exist...a wholly new concept of studentship needs to be conceived. It is extraordinary that so few institutions have made a substantial commitment to the education of adults...It is time for many institutions, in both the public and the private sectors, to conceive of their student bodies as essentially adult, men and women of all ages who attend for disparate reasons, but who understand that what the college or university can offer them is not available elsewhere."¹

It is time for such institutions to recognize that men and women attend college for a variety of reasons and for variable lengths of time. To survive, our schools - rather than attempting reluctantly to fulfill a demand - should be about the business of determining what people in our society need and want to know. Colleges, having thus led the way, should then proceed to make that learning available at times and places convenient to the learner.

Immaculate Heart College, a small, non-sectarian liberal arts college for men and women, has always been receptive to experiments in education. It was the success of an Explorations in Higher Learning program launched by the college which sparked the effort to develop a program of independent study for adults unaware of non-traditional ways to earn college credits. The Life/Career Experience program which

¹ Stephen Graubard, "Thoughts on Higher Educational Purposes and Goals: A Memorandum to Vol.1 American Higher Education: Toward an Uncertain Future," Daedalus, Fall 1974, p.11

evolved from the Explorations and was incorporated into the IHC curriculum, allows a student to earn up to 30 units of credit for documentation of that experience.

The library professional staff has participated in the special programs to the extent of providing orientation to the use of the library as well as the usual reference and bibliographic support to the needs of the programs' students. Our Explorations adults, however, began alerting us to needs not previously recognized. Some of the students wanted to take advantage of CLEP exams to qualify for regular academic status and/or to properly document their experience.

In the process of finding out about CLEP and attempting to direct students to material which would help them in their independent study we realized that there were large numbers of adults in our area who did not know that there are alternative routes to college. Moreover, many of those who did know were afraid that they would fail the exams, that they were too old to succeed on a modern campus, that they had been out of an academic milieu for so long that they had forgotten how to study. In any event, they felt they had little to offer as individual students and certainly could not hope to compete with "regular" students.

In preparation for proposed brainstorming sessions with IHC special programs, faculty, administration, and library staff, we researched the literature to find that, although public libraries and colleges have on occasion joined hands², co-operative academic curriculum-academic library ventures did not exist^{3,4,*}. Nationwide surveys also showed that of those who took CLEP exams, a large number were under the age of 18, indicating good publicity and promotion via high school counselors and armed forces personnel, but with less success in reaching older adults⁵. As a result of these deliberations

²David L. Reich, "A Public Library Becomes A CLEP Learning Center," College Board Review, Fall 1971, pp. 29-31

³Triton College, School of Continuing Education, (River Grove, Illinois: Triton College), 1974 Fall Schedule, p. 3

⁴Jane Reilly, Chicago's Study Unlimited: College Courses in the Library, (Chicago: American Library Association, 1974), 14pp.

*The Dallas Public Library/Southern Methodist University study is well known; Triton College, a mid western community college conducts a 16 week counselor directed orientation seminar; learning centers in community and junior colleges provide some guidance for matriculated students; the Chicago Public Library/City Colleges of Chicago joint venture promotes independent study of the traditional core curriculum.

⁵"CLEP News," College Board News, January 1976, p. 6

and findings we proposed the use of the IHC library as a center and coordinating agent for a prototype tutorial program to prepare adults for CLEP examinations.

Our objectives, based on the assumption that there were adults in the community unaware of the existence of alternative means to earning college credits, included plans

1. to formulate a prototype model, in a college-library setting, of a new approach to independent study to prepare for CLEP examinations, via a free tutorial.
2. to provide individual and/or group tutoring and study techniques for a minimum of 30 students per quarter or 90 students per year*.
3. to cope with and relieve the anxieties which confront such students and to lay the groundwork for entrance to the college of their choice.

In working towards these goals, it was our hope, as well, to promote a better understanding and use of library resources in future academic and/or independent intellectual pursuits. Since two of the obstacles to the sought after degree are time and money, we sought to determine the effectiveness of a tutorial in achieving this end. Financially, CLEP - at \$20 per test for a possible 4-6 units - is a prima facie bargain. The savings in time of assisted independent study - if indeed there is such saving - and the role of group reinforcement would require documentation.

*Since the first quarter of the grant was to be devoted to the preparatory activities of purchasing, publicity, and staff selection and training, it was expected that there would be no more than 90 students involved in the program. Actually, as shown in Fig. 1, performance far outstripped anticipation.

TOTAL ENROLLMENT - BY QUARTER

	MEN				WOMEN				MEN & WOMEN			
Quarters	2nd	3rd	4th		2nd	3rd	4th		2nd	3rd	4th	
AGE												
Under 21	0	1	0	1	0	3	0	3	0	4	0	4
21 - 29	4	6	7	17	11	19	2	32	15	25	9	49
30 - 49	6	2	4	12	28	31	8	67	34	33	12	79
50 - 59	0	0	0	0	3	6	0	9	3	6	0	9
60 -	0	0	0	0	2	1	0	3	2	1	0	3
Sub-totals	10	9	11	30	44	60	10	114	54	69	21	144
Educational background												
High School	3	4	4	11	22	25	4	51	25	29	8	62
College	7	5	7	19	22	35	6	63	29	40	13	82
Sub-totals	10	9	11	30	44	60	10	114	54	69	21	144
Totals				30				114				144

Fig. 1

4

11

10

METHODS AND PROCEDURES

Three broad activity areas were considered in blocking out initial, ongoing, and final procedures: staff selection, training, and supervision; selection and acquisition of materials; publicity and recruitment of students.

During the first quarter full time personnel consisting of the Project Director and the Media Librarian were appointed; Tutors, and the Tutor Coordinator and Faculty Advisors were budgeted on an hourly basis. The coordinator, a pivotal role, was selected early in order to participate in the beginning problem-solving sessions. These evolved into regular evaluation and progress reports of inestimable value. It was during these sessions that the functions of the coordinator and the tutors, in relation to the directional thrust of adult education, were crystallized. During this period also, prospective tutors were interviewed, tutor training began, a tutor manual began to take shape*, and a detailed procedure of prospective student interview was devised.

We were certain that an important success factor of the program was to be found in the degree to which the student could achieve confidence: in his/her ability to study, to compete with "normal" students, to take up or resume the responsibilities of academic life. From the very beginning therefore, the program director interviewed - in person or by phone - each individual who inquired about the program. Appointments were scheduled for at least $\frac{1}{2}$ hour; less time was required for some, many were extended beyond that time. A 3x5 index card was made for each individual and included in addition to the usual identifying information, referral source, educational background, subject interests, and special concerns. Applications for tutor assistance were then given to the tutor coordinator who assigned a tutor whose area of competence and available time was compatible with that of the prospective student. A separate file was kept of those who completed applications and of those who met with a tutor at least once.

At the initial interview, which took place in the CLEP office, we tried for an atmosphere of relaxed informality emphasizing the friendly and helpful ambience of the IHC campus, our "open door" policy, the convenience and access of a small campus. An information packet containing CLEP May Be For You, the grant abstract, a CLEP registration guide,

*See Appendix

and an application form*, was the basis for an explication of the tutorial project and its relation to the national CLEP program. At this time in addition to answering questions, we discussed the importance of early determining the CLEP acceptance policies of the individual's college choice⁵ and we stressed the fact that the exams, although fair, are not easy and are intended to document what the student has learned in much the same way that a final examination tests what has been learned in the traditional academic setting.

As the program continued, certain tendencies became apparent. Almost 1/3 of the people interviewed were interested in the tutorials not because they wanted a degree, but to prove to themselves that they could pass the examination. And, as one student put it, "I'd like to stretch my mind like Lady Bird Johnson said!" Most requests were for tutoring assistance in the general examinations and of these English Composition was, by far, the most in demand (Fig. 2).

In considering materials selection and use, we found a close tie to regular operations and holdings of the library - the original impetus for the project came from the library and the grant named it as the learning resource center. CLEP requirements necessitated extensive cooperation of library staff to help assess book, document, serial, and non-print needs for the project. The strengths and weaknesses of the regular collection and staff were considered in determining the type of professional librarian needed by the project; e.g., IHC's Media Center is in the incubation stage; hence the decision to appoint a media librarian.

It was expected that library usage and circulation needs would vary considerably from those of the regular student population. Consequently it was decided that a core collection - suggested by the professional staff and the tutors, and either specially ordered or culled from IHC holdings - was to be kept in the CLEP office. However, shelf list and main entry cards were marked to indicate location, and a call number list was kept at the circulation desk so that the materials would be available for use by regular patrons. Conversely, of course, CLEP students had access to the regular collection, circulating and using those materials on the same basis as all students

*A similar packet was given to all tutors. Samples are included at the end of the Tutor Manual.

⁵College Entrance Examination Board, College Placement and Credit By Examination, (New York: CEEB, 1975). A helpful tool in narrowing the range of selection possibilities with regard to exams accepted and passing grades.

TUTORING REQUESTS CHART

ENGLISH COMPOSITION

SOCIAL SCIENCES-HISTORY

MATHEMATICS

NATURAL SCIENCES

HUMANITIES

40

28

22

21

18

Fig. 2

7

15

on campus. We did, however, outline special circulation policies for the use of the CLEP collection by CLEP students.*

Early ordering procedures were delayed because the IHC business office questioned our interpretation of grant budget allocations. A cordial relationship with the business office, essential to the smooth operation of any program, requires a definition of the parameters of action to avoid frustrations, define responsibilities, and promote cooperation. In the light of our experience we think it extremely important to include a representative of the business division in preliminary discussion of program aims and methods.

The third activity prong was centered about an intensive publicity and recruitment campaign which continued for the duration of the project. A logo was designed and imprinted on letterheads and envelopes, and we began an active program of personalized recruitment. Letters, flyers, personal visits were directed to community agencies or groups whose services particularly involve adults e.g., community centers, adult education programs, coordinating councils, vocational schools, clubs, churches, social service agencies, academic institutions, libraries et al. Press releases, resulting in a constant stream of telephone inquiries, were picked up by local radio stations. An interview taped at 1:00 in the morning on a "talk" program resulted in over 50 calls and letters. (Fig. 3)

Our most sustained and effective efforts were personalized letters and flyers. A sample flyer plus an abstract of the grant was enclosed in each letter;** requests for additional copies led to mailings of over 1000 flyers. Letters to agencies also resulted in requests to attend agency planning sessions on staff development and presentations at area Career Day programs. One such presentation resulted in over 75 applications to the program. Oddly enough, a method of publicity which we anticipated would be most effective - an experimental slide program prepared by the media librarian - was least productive. Presented at a home meeting of about 25 people, it was applauded and politely questioned but did not result in a single application. In analyzing the situation, we concluded reluctantly that it was viewed as an "entertainment" and then subsequently dismissed as light amusement.

*We recognized early that in order to reach our targeted adult population, we would have to accommodate to time limitations imposed by job, home, and community responsibilities of that population. Consequently print materials, cassettes, cassette players were loaned as needed and the library kept open after hours for tutoring. Other AV materials by their nature had to be used in the library.

**See samples at end of Tutor Manual, Appendix

REFERRAL SOURCES		
Flyers		80
Friends/Relatives		12
Immaculate Heart College		
Special programs	51	111
CLIP Students	35	
IHC Students	7	
Staff	18	
Letters		
Department of Public Social Services	30	89
University of Southern California	20	
Other schools	22	
Others	17	
Media		61
Total		553

Fig. 3
9

EVALUATION

As we moved into the second quarter of the program with the gathering momentum generated by the actual tutoring, certain things became apparent. As anticipated, the response by prospective CLEP students was enthusiastic. The importance of working with campus-related programs was immediately apparent. Although the grant to the IRC library aimed to help students earn credits for the college of their choice, special programs on campus referred students to us to make up deficits in prerequisites for their programs. Presentations to students in the special programs alerted them to the possibility of simultaneous CLEP study. In replicating our program, we would strongly suggest to other institutions that coordination with other campus programs be considered in the earliest planning stages.

As the program proceeded we found that expert and sufficient clerical help was essential. Our original planning concentrated on professional and tutorial personnel; our clerical assistant was not appointed until the third month of the program. We did not realize the potential of personal written communication nor did we realistically calculate the vast array of agencies to contact for prospective students. We could have used, in addition, a corps of workers to saturate markets and other public places with flyers - one of our best sources of student referral.*

Institutions replicating the program would find it helpful to consider the creation of a volunteer force (students enrolled at the institution, CLEP students - past and present - community residents, etc.) and/or budget for such workers in the program.

Many of the procedural ideas with which we started had to be revised as we went along. Mention has already been made of the gratifying response by prospective students to the program. This meant that certain modifications with regard to the number of tutor and tutor hours had to be made. Our original plan called for 6 tutors to work 4 hours per week. By the end of the first month 12 tutors had worked 3 hours per week; midway through the year 15 tutors were busy more than 30 hours. As the tutors became more adept and those less committed were weeded out, fewer tutors were seeing more students so that in the final quarter 10-11 tutors were working almost 50 hours per week (Fig. 4). In short

*The day the grant terminated we received a telephone information request from a woman who had seen a flyer on the bulletin board of a food market. The flyer had been placed there four months previously.

we had just established an efficient equilibrium when the project ended. Fluidity as far as these workers was concerned was essential since most of our tutors, again as anticipated, were senior or graduate students on campus.*

In our proposal we spoke of individual and group tutorials. As the program developed it was obvious that a one to one student-tutor relationship would prevail. Independent study is predicated on the ability to take advantage of different knowledge stages and learning rates, and to eliminate the problem of adapting to the rhythm of the instructor and other students. We found, for example, that husbands and wives preparing for the same exam did so at differing paces and were seen separately by tutors even when scheduled to meet together. One group of four wanting to meet at the same time, quickly - after two sessions - requested individual tutoring. Each student received individual reinforcement from the tutor, from easy access to project staff, and informal interaction with other students being tutored at the same time.

There are, however, advantages to group reinforcement that should be recognized despite the difficulties inherent in meshing varying time schedules and obligations of participants. We suggest, therefore, student get-togethers, occasional newsletters or newsnotes, or other less formal group meetings. Because ours is a small informal campus all students, staff, and faculty meet and mingle freely so that we were able to provide to some degree the recognition and worth of peer status approval. Not all academic settings offer this.

Perhaps the most drastic reevaluation was directed at the time saving concept. By mid December, almost three months after tutoring had begun, it was apparent that most adults, employed full time, and with home and community commitment, would be spending at least the equivalent of a semester's time in preparing for an exam. Many students had to readjust their sights with regard to the speed with which they were able to accomplish their objectives, and the degree of difficulty involved.

We were careful in our preliminary interviews to caution prospective students that the tests, while fair, were not easy and were intended to cover material similar to that given in the conventional course curriculum. However, some students found this difficult to accept. To combat the resulting discouragement, tutors placed increased emphasis on the supportive as-

*The flexibility of the schedule is one of the important points to consider in the preliminary business office meetings. Within the total budget, it is essential that there be freedom to adjust the various categories to the developmental needs of the program.

pects of their tutoring function. This proved to be a wise decision. Students, in evaluating the tutors, commented on their persistent efforts to combine the necessity for intensive study with the reassurance that it could be done.

Proper library usage - the ability to take full advantage of the information resources of an institution - is a basic requirement for any education project. Consequently, we had envisioned a detailed orientation to our facility: an explication of subject areas in the stacks; location and use of indexes; the use of the card catalog not only as a location tool, but as a short cut via tracings and collation to the usefulness of materials. We considered this a major objective in writing our proposal, and indeed, one session of the tutor training was devoted to library orientation.* However, certain difficulties soon became apparent. Use can be documented via circulation statistics and our students used materials; but largely, these were materials intended for and set aside for their particular use. Rarely did a student browse or search in the stacks or reference room unaccompanied by a tutor. This could hardly be looked upon as independent use of the library. Our main objective - to get people ready for exams - was limited by the previously mentioned strictures of time and responsibilities. These did not allow for much library use apart from "cramming" for the exams.

The same argument - with perhaps more justification - applied to the concept of "understanding". Understanding in the context of library usage implies that given a problem a student will

1. take independent action to search out appropriate resources; find them, and use them;
 2. having used them, will select the most appropriate resources;
 3. be able to report back on what has been used; and
 4. be able to explore options for getting missing materials.
- This concept of understanding ruled out the validity of fostering proper library usage as a realistic objective within the confines of our program. We concluded that it might be a viable objective once a student is on campus or in a replicated program which included counseling or a seminar/workshop on methodology in independent study.

*See Tutor Manual, Appendix

PROGRAM IMPACT

Throughout, the program director maintained contact with all facets of the project by means of regular conferences with the tutor coordinator, monitoring the tutoring schedules and acting upon the responses to the students' evaluations of their tutors and the program. We feel that the success of the program is reflected by the reactions of the participants to the materials used, to the influence of the tutors, and to the termination of the program. In responding to the questionnaires students indicated that the opportunity to become familiar with and have access to audiovisual materials was both stimulating and important in their successful preparation for the tests. The influence of the tutors was great and is epitomized by one student's comment, "No Francie, no test"!*.

The impact of the program was not restricted to its participants. Increasing inquiries about the program, interaction among IHC programs, community agencies, other academic institutions and libraries, concern about the project's continuation reflect an awareness, previously non-existent, of the importance of non-traditional education.

If such methods for granting college credit are to be considered by our colleges, then it will follow that some of those entering will require assistance unique to their needs. The College Level Examination Program has proven its value in encouraging and assisting adults in furthering their college education. The director and staff are well-satisfied that the project at IHC library did demonstrate that in a college library atmosphere, adults can prepare successfully for the CLEP exam.

*Fig. 5 shows the status of participants as of the date indicated.

PARTICIPANTS IN THE PROGRAM (To August 1, 1976)

Meeting with tutors		49
Terminated		110
Have taken examinations	16	
Are studying independently	9	
Returned to or entered school	7	
Found the program too difficult	22	
Will take examinations in the future	4	
Postponed (Illness, lack of time...)	10	
Credits not needed	6	
Did not meet with tutor at least once	36	
Interviewed but did not make applications		203
Total number of persons contacted		362*

* Does not include telephone calls for which there was no follow-up

Fig. 5
15

25

26

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APPENDIX
TUTOR MANUAL

by

Kathleen Lucitt
Tutor Coordinator

MANUAL FOR TUTORS

I. First Session - Orientation for New Tutors

A. Explanation of C.L.E.P.

1. The initials stand for College Level Examination Program, a national program by means of which college credit may be earned by examination. The library at Immaculate Heart College has been awarded a grant by the Office of Education to set up a prototype tutorial program to help adults prepare to take the examinations.
2. CLEP tests are given nationally at centers around the United States, the third week of every month.
3. Credits are granted by individual academic institutions (see booklet Test Centers and Other Participating Institutions* which lists institutions granting credit for CLEP).
4. Exams are not limited to people enrolled in institutions. The application for examination* requires no age, education, or training pre-requisites.
5. Exams are general (cover large subject areas equivalent to a core curriculum) and specific (comparable to a semester final in a lower division course, e.g., in American History, Introductory Psychology, etc.).
6. The brochure CLEP May Be For You* should answer any questions you or your students may have about the purpose or organization.

B. Explanation of the project at IHC library.

1. Grant allows the library to open its resources to people preparing for CLEP, and to offer tutorial assistance at no charge to such students. Credits earned in this manner may be submitted to the college of the student's choice, and not

*Contained in "Tutor Packet" (see below). Additional copies available in CLEP office; may also be obtained (free) from College Entrance Examination Board
Box 1824, Princeton, New Jersey 08540

necessarily IHC. The grant is to the library as a learning resource center and not to the college.

2. The staff for the IHC project includes:
 - a. a Principal Investigator (the Head Librarian who originated the grant proposal)
 - b. a Project Director
 - c. a Media Librarian
 - d. an Office Assistant
 - e. a Tutor Coordinator
 - f. the Tutors
3. The project has the use of an office located in the library.

C. The Tutorial Assistance Program

1. Responsibilities of the tutor coordinator
 - a. To help in the selection of tutors (with the assistance of the director and the librarian).
 - b. To schedule and conduct tutor training sessions.
 - c. To assign students to tutors.
 - d. To monitor tutoring techniques.
 - e. To act as liaison with project staff.
2. Responsibilities of tutors
 - a. To meet with tutor coordinator for initial training sessions, and subsequently, for progress and/or assistance sessions on a regular basis.
 - b. To set up regular sessions with CLEP students who need tutoring in the tutor's area of competence.
 - c. To prepare materials for use in assisting CLEP student (reading list, study guides, etc.) and help student become acquainted with major sources in tutorial area.
3. Qualifications of tutors
 - a. Competence in a given subject area.
 - b. Ability to communicate on a one-to-one, as well as a group basis.
 - c. Sufficient time and sense of commitment to meet with CLEP students on a regular basis.

4. Hours and salary
 - a. Paid for time with students and with tutor coordinator.
 - b. Hourly rate to increase each quarter.
- D. Explanation of "Tutor Packet" whose contents are to be read before the next session with the tutor coordinator.
 1. CLEP May Be For You (Describes the national program)
 2. CLEP Registration Guide (the CLEP test application form which includes a good explanation of the CLEP program)
 3. Test Centers and Other Participating Institutions
 4. "Interested in a College Degree?" (publicity flyer) (1)*
 5. "Abstract" (summary of IHC library project) (2)
 6. CLEP Tutor Application form(fill out before leaving) (3)
 7. Tutor Training Log - record to be kept by tutor coordinator of each meeting with tutor (4)
- E. Set time for first individual training session.

II. Second Session - Preparing Subject Area Material

- A. Prepare basic materials in your tutorial area.
 1. Look over basic texts (select several with which you are familiar). If you feel certain materials are particularly good consult with the project director about placing them in the office CLEP collection.
 2. Prepare a basic reading list beyond the text. Consult with the media librarian about non-print materials in your field.
 3. Prepare study helps which are specific to your area.

*Numbers in () refer to sample forms at the end of the manual.

- B. Become familiar with the library (more than sufficiently to assist someone else).
1. Know your subject area in the stacks (see listing of IHC holdings in CLEP areas). (5)
 2. Familiarize yourself with your subject area in the Reference Room.
 3. Familiarize yourself with your subject area in the Periodical Room and become aware of which journals are available in the bound periodical area upstairs.
 4. A library tour of general reference helps will be given during our fourth session.
- C. Become familiar with materials in your area which are available in the CLEP office.
1. Look over the booklet put out by CEEB: CLEP General and Subject Examinations, Description and Sample Questions*. Read the introduction and the sections pertaining to areas in which you will be tutoring.
 2. Be aware of the availability of CLEP preparation books (by Barron's, ARCO, Gruber, and others) which include sample tests.
 3. Note the books reserved in the CLEP office and the Audio-Visual materials related to your subject area.
 4. Go over sheet which gives procedures for checking out materials from the CLEP office. (6)
- D. Keep an appointment calendar.
1. Set up a calendar for yourself to keep your appointments as well as your own class schedule times straight.
 2. Use the sign up sheet posted in the CLEP office to make appointments with the coordinator, then write down the time in your calendar. Do not

*Available from College Entrance Examination Board for \$1 if students wish to purchase. There are 10 copies in the CLEP office which can be circulated. Caution your students not to write in the project copies.

break an appointment with a student or with the coordinator without a day's notice.

3. Recommend to students that they also keep an appointment calendar. If a student does not appear for an appointment, call the same day; be solicitous but firm, and set up a new appointment.
 4. Copy your appointment schedule onto the appointment calendar on the program director's desk. (7)
 5. Fill out an appointment reminder for the student's next meeting with you. (8)
- E. Check in and out for each session with a student or with the coordinator.
1. Sign in and out on the sign-in sheet posted in the CLEP office. (9)
 2. Note time in and out on your payroll card in the metal file in the CLEP office; set up a new payroll card each week.
 3. Read over the procedures for payroll cards and pay periods. (10)
- F. Go over "Tutor Packet" before next session.
1. IHC Library booklist of CLEP bibliography (5)
 2. Listing of Audio-Visual materials (11)
 3. Procedures for checking out materials from the CLEP office (6)

III. Third Session - Preparing for the First Meeting With CLEP students

Tutors should:

- A. Explain the CLEP program and the IHC project to the student.
- B. Walk around the library to help the student become familiar with the building, giving special attention to:
 1. the reference room.
 2. the periodical room.

3. the stacks, especially in the relevant area of study.
- C. Give the student a copy of the library schedule (12) and an application for a library card. A temporary library card marked PROJECT CLEP will be issued to each student and must be shown at the circulation desk whenever material is borrowed from the regular collection. CLEP students must adhere, as do all IHC students, to the regulations governing the use of such material.
- D. Show the student where the CLEP office is located; explain the procedure for using cassettes, viewers, and other Audio-Visual equipment.
- E. Help student locate an appropriate basic text in the card catalog and then assist the student to find it in the stacks.
- F. Discuss with the student his/her plan for studying.
 1. Where and when she/he plans to study; help with a realistic plan for her/his use of time.
 2. Talk about the layout of the text and have student estimate how much can be read before the next meeting.
 3. Set time and place for the next meeting; talk about an appointment calendar to write down hours set aside for study and times to meet with tutor.
- G. Each tutor will contact the students assigned to him/her.
 1. The student's PROJECT CLEP application (13) will be on file in the CLEP office; the tutor will receive a xeroxed copy for each student he/she is tutoring.
 2. The tutor is to telephone the student as soon as possible to set up the first tutorial session; from there on the tutor is the chief contact for the CLEP student in the program.
- H. The tutor is to set up a Tutorial Log (4) sheet for each student and keep notes on each meeting.

IV. Fourth Session - Library Tour for Tutors

The purpose of the library tour - it is assumed that a

tutor is familiar with and has used libraries - is to make sure that all are acquainted with the IHC collection. It is in the nature of a reminder of the major resources in the library so that the tutor will be able to be of greater assistance to the people being helped.

V. Subsequent Sessions: meetings of CLEP tutors and the tutor coordinator will be for general assistance to the tutor.

A. "Teaching" aspects: tutor should understand he/she is not a lecturer but one who is ready to assist when needed.

B. Counseling aspects

1. Students sometimes regard the tutor as the "expert" in the field capable of answering questions frequently unrelated to subject matter; the tutor can often direct the student to someone who can help if he/she cannot. Do not hesitate to call on any staff member for assistance.
2. Students on occasion need to be encouraged when their motivation to continue to study lags.

C. Focusing on the CLEP exam

1. Student is often helped by having a tentative date set for taking the exam.
2. When the time draws near the tutor can help by
 - a. discussing test-taking hints.
 - b. giving the student a simulated test in circumstances as close as possible to the actual test situation.

D. Tutor should be encouraged to:

1. help the student in any way possible to prepare for the CLEP test.
2. not take the attitude that the tutorial role is restricted to assignments; but rather that he/she is there to explain, to answer questions, to clarify relationships, to amplify the basic textual material with supplementary reading, viewing or explanations.
3. not require anything that is not necessary.
4. encourage, commend.

E. Terminating the student

1. Indicate on the tutorial log the reason for leaving the program, i.e., took test (give date), returned to school, enrolled in school, lacked time, found it too difficult, etc.
2. Ask each student to complete an evaluation of the program (14) and of the tutor (15).
3. Complete student evaluation form (16) and return file to CLEP office.

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interested in a college degree?

If you never made it to college, or had to leave in the middle, and you'd like that degree...SAVE TIME AND MONEY through the COLLEGE LEVEL EXAMINATION PROGRAM giving you up to two years college credit. The IMMACULATE HEART COLLEGE LIBRARY has a free tutorial to help you prepare to take these CLEP exams. Call: Mrs. Helen Gottlober at 462-1301, ext. 279 for further information and to arrange your individual tutoring program.



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LIBRARY

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ABSTRACT

Immaculate Heart College Library has been awarded a grant by the Office of Education to act as a center and coordinating agent for a prototype tutorial program to prepare adults for CLEP examinations. Our major objective is to reach adults within the Los Angeles community who possess the potential for a college degree but who are either unaware of the alternative avenues for entering college, or are afraid of failing as college students. An experimental adult education program launched last year by Immaculate Heart College clearly indicated an untapped adult potential in the Los Angeles area, large numbers unaware of CLEP, fearful of taking tests and of the academic world itself, and uneasy even about study habits. Our CLEP preparatory program would utilize the resources of the library, individual faculty consultants, and student tutors, combining academic preparation and explicit focus on such fears, to encourage that adult population toward degree orientation in any college of their choice.



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LIBRARY

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IMMACULATE HEART COLLEGE LIBRARY

C L E P PROJECT

Application for CLEP tutors

NAME _____
First Middle Last

Address _____
Street City Zip

Telephone: _____

Educational Background:

College(s) attended: _____

Major field _____ Minor _____

Other fields of competence: _____

Days and times you have available for tutoring and for tutorial training:

SUNDAY _____ THURSDAY _____

MONDAY _____ FRIDAY _____

TUESDAY _____ SATURDAY _____

WEDNESDAY _____

IMMACULATE HEART COLLEGE LIBRARY

C L E P PROGRAM

Tutor Training Log

C L E P Tutor Trainer		
C L E P Tutor		
Date	Time	Material covered



IMMACULATE HEART COLLEGE

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Introductory texts for the general examinations - CLIP-in the IHC Library:

ENGLISH

Call number	Author	Title
PE 1111 367885	Strang	Modern English Structure
PE 1460 C66 REF	Copperud	A Dictionary of usage & style
PE 1066 B56x	Blumenthal	English 3200, a programmed course in grammar & usage
PE 1375 R 56	Rogovin	Modern English sentence structure
PE 1408 B699 1961	Brooks	Modern rhetoric
PE 1408 E43 1972	Elsbree	Heath's handbook of composition
PE 1417 W56	Winterowd	Rhetoric and writing
PE 1408 G9 (TPE)	Guth	Handbooks of composition
<u>HUMANITIES</u> (Art, Music, Literature)		
PE 14 B4 1965 REF	Benét	The reader's encyclopedia - literature, art, music.
PE 19 C76 1960	Cross	The search for personal freedom; a text for a unified course in humanities.
PE 1485 D6 1960	Dudley	The humanities; applied aesthetics
ME 5 B53I61 1972	Bernstein	An introduction to music
PE 170 J35	Janson	A history of art and music
PE 44 M29 REF	Magill	Masterpieces of world literature in digest form
ME 55 O83	Ostransky	The world of music
SB 1114 R4	Read	The world of sculpture
N 5501 R6 1970	Roos	An illustrated handbook of art history
N 5970 H813 REF	Larousse encyclopedia of Byzantine & medieval art	
N 6450 H813 REF	"	" modern art
N 6350 H813 REF	"	" Renaissance & baroque art
FL 310 L453 1959 REF	"	" mythology
on order	Grout	History of western music

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MATHEMATICS

Call number	Author	Title
QA 37 A366	Allendorfer & Oakley	Fundamentals of freshman mathematics
QA 39 A73	Armstrong	Elements of mathematics
QA 135.5 C6 1972	Copeland	Mathematics & the elementary teacher
HA 29 F685	Freund	Modern elementary statistics
[TPP] QA 157 D6	Dolciani	Algebra I
QA 453 J85	Jurgensen, Donnelly & Dolciani	Modern geometry; structure & method
QA 453 S646	Smart	Introductory geometry; an informal approach
[TPP] QA 474 J8	Jurgensen	Modern basic geometry
QA 455 H98	Hyatt	Modern plane geometry for college students
QA 453 L6	L.A. City Schools	Geometry I - an instructional guide
QA 463 L62	L.A. City Schools	Geometry II - an instructional guide
QA 154 T237	Taylor	University freshman mathematics; with algebra & trigonometry
QA 37 G8	Greenberg	Mathematics for introductory science courses
QA 39 H64	Holt	The scope of mathematics (for the non-specialist)
QA 145 L27	Lay	Arithmetic: an introduction to mathematics

TPP = Teacher Preparation Program - books shelved in special location.

NATURAL SCIENCES (History & Philosophy of Science, Astronomy, Geology & Earth Science, Life Science, Physical Science)

Call Number	Author	Title
Q 162 A8	Asimov	The intelligent man's guide to science
Q 125 D17 1948	Dampier	A history of science & its relation with philosophy & religion
QB 981 G3 1961	Gamow	The creation of the universe
QH 581 G5x	Gillie	The living cell
QB 500 K5x	Kilmister	Nature of the universe
QD 33 H45	Hein	Foundations of college chemistry
QC 212 H35 1970	Halliday & Resnick	Fundamentals of physics
Q 156 A8 1967	Ashford	The physical sciences from atoms to stars
Q 158 N42 1926	Newman	The nature of world & of man

SOCIAL SCIENCES (Economics, Sociology, European History, American History, Eastern History, Psychology, Political Science, Geography)

Economics		
HB 171 B13 1966	Bach	An introduction to analysis & policy
HB 171.5 F86	Fusfeld	Economics
HC 106.5 G63	Gordon	An introduction to the American economy
HB 171.5 H74	Howard	Contemporary economics
HB 171.5 K48 1946	Kiekhofner	Economic principles, problems & policies
HB 171.5 S25 1970	Samuelson	Economics
Sociology		
HM 51 B452	Berger	Sociology: a biographical approach
HM 51 B47 1970	Bierstadt	The social order
HM 51 B86 1963	Broom	Sociology; a text with adapted readings
HM 51 F48 1971	Fichter	Sociology
HM 66 I5	Inkeles	What is sociology?

SOCIAL SCIENCES (con't)

European History		
CB 53 B754 1967	Brinton	A history of civilization
D 209 P26 1971	Palmer	A history of the modern world
D 55 S8 1961	Stearns	Pageant of Europe; sources and selections from Renaissance to present day
American History		
E 174 A45 REF	Adams	Concise dictionary of American history
E 178 B39 1944a	Beard	A basic history of the United States
E 178 B39 1968	Beard	New basic history of the United States
E 178 H7282 1970	Hofstadter	The American republic
E 178.1 L74	Link	The democratic heritage
E 178 M855	Morison	The Oxford history of the American people
E 178.25 A33	Anderson	Selected test items in American history
Eastern History		
CB 53 D85	Durant	The story of civilization
CB 59 P28	Parkinson	East and West
CB 57 W34	Wallbank	Civilization, past and present
DS 35.6 C3 REF	Holt (ed.)	The Cambridge history of Islam
Psychology		
BF 121 A46	Aiken	General Psychology
BF 121 H25	Hartley	Readings in psychology
BF 131 H43 1966	Hebb	A textbook of general psychology
BF 121 H5 1967	Hilgard	Introduction to psychology
Political science		
JA 66 C3 1965	Carter	Government & politics in the 20th Century
JA 71 D45	Deutsch	Politics & government
JA 66 D5	Dillon	Introduction to political science
JK 274 H12	Hacker	The study of politics
JA 61 D8 1970 REF	Dunner	Dictionary of political science
JA 84 U5S6	Somit	American political science
JK 274 J17 1975	Jacob	Elementary political analysis

SOCIAL SCIENCE (con't)

Geography

G 73 B83	Broek	Geography; its scope and spirit
G 103 M6 REF	Monkhouse	A dictionary of geography
G 115 G5535 REF	Larousse	encyclopedia of world geography

Anthropology

(Sociology section of questions)

GN 8 C6	Coon	A general reader in anthropology
GN 24 H23	Harris	Culture, man and nature; an introduction to anthropology
GN 24 M 58 1969	Montagu	Man; his 1st two million years
GN 4 H58 1966	Hosbel	Readings in anthropology

Philosophy (Psychology section of questions)

BD 21 C64	Coleburt	An introduction to Western philosophy
B 29 B52	Bierman	Philosophy for a new generation
B 21 S53	Singer	Introduction readings of philosophy
B 791 C582	Collins	Interpreting modern philosophers
B 804 A1B87	Burr	Philosophy and contemporary issues
B 41 B3 1940 REF	Baldwin	Dictionary of philosophy & psychology
HB 76 H41961	Heilbroner	The worldly philosophers

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BIBLIOGRAPHY - BOOKLIST ADDITIONS.

June 15, 1976.

ENGLISH.

<u>Call number</u>	<u>Author</u>	<u>Title.</u>
PE 1066 B56x 1972.	Blumenthal	English 3200
PE 1111 P553 1963.	Perce	A Grammar of present English.
PE 1111 W36858	Warriner	English grammar and composition.
PE 1122 F38 1973m	Ferrell	Strategies in prose.
PE 1408 K5x	Kinsella	The techniques of Writing - Form C.
PE 1408 K57 1965 Suppl.	Kierzek	The Macmillan handbook of English.
PE 1429 Z5	Zinsser	On writing well.
PE 1519 W62 1971 Ref.	Wood's	Wood's New World Unabridged Rhyming Dictionary.
Z 2011 K35 1972 Ref.	Kennedy	A concise bibliography for students of English.

HUMANITIES.

ML 160 G872 1973.	Grouff	A History of Western Music.
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LITERATURE.

PS 323.5 M3	Malkoff	Crowell's handbook of contem- porary American poetry.
PR 89 C5 Ref.	Cline	An index to criticisms of British and American poetry.



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MATHEMATICS.

<u>Call number</u>	<u>Author</u>	<u>Title</u>
QA 107 G4	Gechtman	Arithmetic; concepts and skills
QA 152 R35 1967	Reigh	Algebra review manual.
QA 157 G3	Gager	Contemporary college algebra and trigonometry.

NATURAL SCIENCES.

Q 160 P48 v.1	Parsegian	Natural science - Part 1. Physical sciences.
QD 33 H45 1973	Hein	Foundations of college chemis- try.

SOCIAL SCIENCES. (Business and Economics, Sociology, American History, European History, Eastern History, Psychology, Political science, Geography.)

Business and Economics

HG 221 M376	Masten	Programmed text in money and banking.
HF 1237 K8x 1961	Anderson	Business law.
HF 1213 H6x	Houghteling	The legal environment of business.
HD 38 G47 1972	George	The history of management thought.
History D 11 G7x 1975 Ref.	Grun	Timetables of history.



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History cont'd. D 209 S75	Snyder	The making of modern man.
E 178 L97	Lycan	Turning points in American history.
G 1030 K552x 1974. v.1 Ref.	Kinder	The Anchor atlas of world history.
Philosophy. B 21 A2	Abernethy	History of philosophy.
B 51.8 R8 Ref.	Runes	Pictorial history of philosophy.
Political Science. E 178 H727 1974	Hofstdter	The American political tradition.
JK 274 S645	Sohner	American government and politics today.

Related resource texts:

AUDIO-VISUAL TEXTS.

LB 1043 A817 1976 Ref.	Audio-visual Marketplace.	Audio-visual Marketplace 1976.
LB 1043 K4 1975.	Kemp	Planning and producing Audio-visual materials.
LB 1043 Z9152 Ref.		Index to Instructional media catalogs.
TK 6655 V5H37	Harwood	Everything you always wanted to know about videotape recording.



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AUDIO-VISUAL TEXTS cont'd.

<u>Call number</u>	<u>Author</u>	<u>Title</u>
Z 5784 M9M852x 1974/75 Pt.1 Ref.		Media Review Digest 1974/75 Part 1.
Z 5784 M9M852x 1974/75 Pt.1 Suppl.1 Ref.		Media Review Digest 1974/75 Part 1. Suppl.
Z 5784 M9M852x 1974/75 Pt.1 Index Ref.		Media Review Digest 1974/75 Part 1 Index.

CLEP-RELATED TEXTS (Sample tests etc.)

LB 2353 B33 1975	Barron's	Barron's CLEP Exams.
LB 2353 C84 1975 Ref.		College placement and credit by examination.
LB 2353 G79 1975 Ref.	Gruber	College Level Examination Program.
Z 695.1 E3E34 1975 Ref.		Thesaurus of ERIC Descriptors 6th ed.

RESOURCES.

HD 2767 C3R6x 1974/75 Ref.		Public Service Guide to Los Angeles; City, County, State and Federal offices.
HV 89 N5x Ref.		INFO guide 1975.
Z 1035.1 D68 1975 Ref.	Downs	How to do library research.



2021 North Western Avenue
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October 23, 1975

FROM: The CLEP Office

TO: Tutors and CLEP students

PROCEDURE FOR CHECKING OUT MATERIALS (Print and non-Print):

1. Print Materials - books, periodicals, etc., are available for use by the tutors and the CLEP students. There is a blue card for each title. When borrowing, please sign your name on the appropriate card and write the current date under "date due" heading. There is a one-week circulation period for these materials.

Please do not mark in the examination subject books - use a separate piece of paper to write answers to the test questions.

2. AV Equipment - Filmstrip projectors, film loop projectors, cassette tape players, etc., are available for use by the tutors and the CLEP students. There is a yellow card in the box for each piece of equipment - when using a piece of equipment, please write your name and date of use on the appropriate card. AV MATERIALS DO NOT CIRCULATE - THEY ARE FOR LIBRARY USE ONLY IN THE CARRELS LOCATED IN THE PERIODICALS ROOM.

AV "Software" - filmstrip kits, loops, audio cassette tapes, etc., each have a green card per title in the box - please sign your name & write date of use in the appropriate spaces on the card. PLEASE DO NOT TAKE ANYTHING FROM THE CLEP OFFICE WITHOUT SIGNING THESE CARDS!!

INSTRUCTIONS regarding the use of this equipment will be given by Jeremy Schwartz (or Betty Knapp). Please let us show you how to operate any of the AV equipment the first time that you are going to use it and help you set it up in the carrels.

3. The cards (yellow, blue, green) are kept in a YELLOW box, in the CLEP office - the box is situated on the shelf below the Subject Examination Books.

APPOINTMENT SCHEDULE OF _____

For month of _____

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						51
51						52

CLEP

THIS IS TO REMIND YOU
THAT YOU HAVE AN APPOINTMENT

on _____ at _____
(date) (time)

with _____
(tutor)

at IHC Library. If you cannot keep
the appointment, please call the
CLEP Office, 462-1301, ext. 279, and
leave a message for me.

CLEP

THIS IS TO REMIND YOU
THAT YOU HAVE AN APPOINTMENT

on _____ at _____
(date) (time)

with _____
(tutor)

at IHC Library. If you cannot keep
the appointment, please call the
CLEP office, 462-1301, ext. 279, and
leave a message for me.

CLEP



ERIC
Full Text Provided by ERIC

• Project clep •

To: CLEP Tutors.
From: Kathleen Lucitt.
Regarding: CLEP Payroll.

1. We've been asked to fill out both the weekly time card AND the sign-in sheet in the CLEP office.
2. Pay periods will cover from the 1st to the 15th of the month, and from the 16th to the end of the month.
3. Fill out the 2 cards during those weeks when the 15th comes mid-week.
4. Please record the hours you spend with students and the hours you spend with Kathleen. Preparation time is not counted.
5. Round out the hours to the half-hour (don't put in all the 10 or 15 minutes). But round it off in an UPWARD direction; this will take care of some of your preparation time.



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Audiovisual materials available in the CLEP office, Mar., 1976

Divided by Hardware, Software, by Subject Headings
and by Format (Cassettes, Filmstrips, Slides)

=====

H A R D W A R E

- 4 Voice of Music Cassette Tape Decks
(Library use only, with earphones)
- 4 Superscope Cassette Tape Recorders
(Circulate - CLEP Students & Tutors)
- 2 Texas Instruments Electronic Calculators
(Library use only)
- 4 Singer AutoVance Filmstrip Projectors
(Library use only, with earphones)
- 1 Caramate Slide Projector
(Library use only, with earphones)

=====

S O F T W A R E (by Subject Headings)

Cassettes:

BIOLOGY

Basic Concepts of Biology - Cassette, Study Aid & Booklet

BUSINESS

Accounting - 2 cassettes, Study Aid & Booklet

ECONOMICS

Introductory Economic Analysis - Cassette, Study Aid & Booklet

ENGLISH

Elements of English Grammar - Cassette, Study Aid & Booklet

Principles of General Semantics by S. I. Hayakawa

- #400 - Why General Semantics?
- #401 - What do you know & How do you know?
- #402 - The Self Concept
- #403 - Semantics and Social Thought
- #404 - Semantics and Sexuality

Vocabulary for College and Adults

- 12 Cassettes (see Cards for material covered)
- 12 Workbooks with Exercises,
- Tapes #131601-131612 - 15 minutes per lesson

Cassettes, con't.

HISTORY

The Heritage of American Ideas

- #1001 - The History of American Puritanism
- #1002 - The American Enlightenment : Franklin
- #1003 - The American Enlightenment : Jefferson
- #1004 - The Legacy of Transcendentalism: Thoreau, Emerson, Parker
- #1005 - The Legend of Lincoln and Lee
- #1006 - The Reform Tradition in American Thought: The Progressive Era
- #1007 - The Reform Tradition in American Thought: The New Deal

LITERATURE

Elements of Literature - Cassette, Study Aid & Booklet

Great American Writers:

- #135 - The Republic 1783-1840: Franklin, Irving, Cooper, Poe
- #136 - Renaissance 1840-1860: Emerson, Thoreau, Hawthorne, Melville
- #137 - The Nation 1860-1910: Whitman, Twain, James, Dickinson
- #138 - The Second Renaissance 1910-1945: Dreiser, Frost, O'Neill, Eliot, Faulkner
- #139 - Prospects 1945 - ?

Literquiz - 1 cassette and answer sheet

Poetry Quiz - 1 cassette and answer sheet

The Relevance of Poetry

NATURAL SCIENCE

Ecology: Environment and Man - Cassette, Study Aid & Booklet

SOCIAL SCIENCE

Basic Concepts in Philosophy - K. Lucitt, 3/7/76
Tapes 1 and 2.

Cultural Anthropology - Cassette, Study Aid & Booklet

Psychology Series:

- Tape #1 - Psychology Defined
- Tape #2 - Psycho-Social Development
- Tape #3 - Classical Conditioning
- Tape #4 - Instrumental Learning
- Tape #5 - Psychological Tests
- Tape #6 - Intelligence Tests
- Tape #7 - Theories of Personality
- Tape #8 - Defense Mechanisms
- Tape #9 - Psychotic Reactions
- Tape #10 - Techniques in Psychotherapy
- Tape #11 - Pseudo-Psychology
- Tape #12 - Humanistic Psychology

FILMSTRIPS ONLY

BIOLOGY

Human Physiology Series (7 Filmstrips)

- 570-1 - Digestive System
- 570-2 - Respiratory System
- 570-3 - Circulatory System
- 570-4 - Glandular System
- 570-5 - Nervous System
- 570-6 - Body Framework
- 570-7 - Sense Organs

Microscopic Specimens: A Resource Unit (4 filmstrips)

- X336 - D - Roots, Stems and Leaves: Monocots
- X336 - E - Roots, Stems and Leaves: Dicots
- X336 - J - Human Histology: Tissue
- X336 - K - Human Histology: Systems

MATHEMATICS

Modern Elementary Algebra, Box 1 (5 filmstrips)

- A557 - 1 - The Language of Sets
- A557 - 2 - Open Sentences
- A557 - 3 - The Line Number
- A557 - 4 - Negative Numbers
- A557 - 5 - The Closure, Commutative & Associative Properties.

Modern Elementary Algebra, Box 2 (5 filmstrips)

- A557 - 6 - The Distributive Property
- A557 - 7 - Identity & Inverse Properties
- A557 - 8 - Subtraction & Division
- A557 - 9 - Order Properties
- A557 - 10 - Equivalent Open Sentences.

SOCIAL SCIENCE - American Government

Our National Government - How It Functions (4 filmstrips)

- 366 - 5 - The Presidency
- 366 - 6 - Political Parties
- 366 - 7 - The Congress
- 366 - 8 - The Federal Judiciary

=====

GLOBE : National Geographic Physical 16" + Guide (Located on file cabinet)

MAPS: National Geographic Map of the World - Side 1: Physical,
(2 copies) Side 2: Political.
(Located above fss. projectors)

FILMSTRIP
*****K.I.T.S*****

4.

Filmstrips with cassettes:

BIOLOGY

Animal Classification (2 filmstrips, 1 cassette)

X327 E/F - Animals with Jointed Parts
Animals with Backbones.

An Introduction to Genetics (6 filmstrips, 3 cassettes)

X236A/B - What is Genetics?
Mitosis and Meiosis.

X236 C/D - DNA, RNA and Mutation
Mendelian Genetics.

X236 E/F - Sex Determination, Linkage and Influences
Population Genetics.

The Living Cell (6 filmstrips, 3 cassettes)

2-4 A/B - The Generalized Cell
Cell Genetics.

2-4 C/D - Cell Protein Synthesis
Cell Nutrition.

Modern Biology: Environment & Survival, Group 1 (4 filmstrips, 2 cassettes)

469 - 1 - Environment
469 - 2 - Life in the Forests
469 - 3 - Life in Two Subtropical Communities
469 - 4 - Life on Grasslands and Prairies

Modern Biology: Environment and Survival, Group 2 (4 filmstrips, 2 cassettes)

469 - 5 - Life in a Sand Dune Succession
469 - 6 - Life in a Bog
469 - 7 - Life in an Evaluation
469 - 8 - Life in a Fallen Log Microcommunity

Plant Classification (2 filmstrips, 1 cassette)

X326 E/F - Cone Bearing Plants
Flowering Plants.

BUSINESS

The Accounting Cycle (4 filmstrips, 2 cassettes)

606 - 1 - Starting an Accounting System
606 - 2 - Debit & Credit of Business Transactions
606 - 3 - Journalizing & Posting Business Transactions
606 - 4 - End of Period Accounting Activity

HISTORY

The American Experience in Democracy (6 filmstrips, 3 cassettes)

368 - 1 - Give Us Independence
368 - 2 - Working Together: The U.S. Constitution
368 - 3 - The Living Constitution
368 - 4 - The Chief Executive
368 - 5 - Profile of the Congress
368 - 6 - The Supreme Court

HISTORY, con't.

Civilization, Ancient

Ancient Greece: Cradle of Western Thought (6 filmstrips, 3 cassettes)

- 385 - 1 - The Aegean Era
- 385 - 2 - The Age of Migration & Early Settlement (1200 BC - 750 BC)
- 385 - 3 - The Rise of the City States (750 BC - 480 BC)
- 385 - 4 - The Golden Age: The Ascendancy of Athens (480 BC - 448 BC)
- 385 - 5 - The Golden Age: The Greek Wars and Decline of Athens
(448 BC - 362 BC)
- 385 - 6 - The Rise of Macedonian Power and the Hellenistic Age
(362 BC - 146 BC) .

Civilization, Modern

Milestones to Modern Civilization, Group 1 (6 filmstrips, 3 cassettes)

- 379 - 1 - Medieval Prelude
- 379 - 2 - Europe's Awakening
- 379 - 3 - The Renaissance in Italy
- 379 - 4 - Age of Reform & Discovery
- 379 - 5 - Rise of Spain and England
- 379 - 6 - Rise of France and Germany .

Milestones to Modern Civilization, Group 2 (4 filmstrips, 2 cassettes)

- 379 - 7 - Age of Enlightenment
- 379 - 8 - Age of Revolutions
- 379 - 9 - The Napoleons and Modern Imperialism (Imperial Germany)
- 379-10 - The Modern Era .

HUMANITIES

Painting, Music

Impressionism in Music and Art (2 filmstrips, 2 cassettes)

- Debussy and Monet
- The Influence of Impressionism.

Theater

Origin of the Drama and Theater (2 filmstrips, 2 cassettes)

- The origin of the drama
- The origin of the theater.

LITERATURE

American

Development of the American Short Story (4 filmstrips, 2 cassettes)

- 146 - 1 - Early Development
- 146 - 2 - Late 19th, Early 20th Century Development
- 146 - 3 - Modern Development
- 146 - 4 - Interpretation & Evaluation of the Short Story.

English

A Survey of English Literature (3 filmstrips, 3 cassettes)

- Old English Period
- Renaissance and Reformation
- Romantic Period.

Filmstrip Kits - - -

LITERATURE, con't.

English - Shakespeare

Selected Shakespearean Tragedies (Plots & Analyses) (6 filmstrips, 3 cassettes)

- 147 - 1 - Macbeth: The Plot
- 147 - 2 - Macbeth: Analysis & Interpretation
- 147 - 3 - Julius Caesar: The Plot
- 147 - 4 - Julius Caesar: Analysis & Interpretation
- 147 - 5 - Hamlet: The Plot
- 147 - 6 - Hamlet: Analysis & Interpretation .

French

Eleven Centuries of French Literature (6 filmstrips, 6 cassettes)

- The Middle Ages
- The Renaissance
- Classicism
- The Enlightenment
- From Romanticism to Symbolism
- Contemporary Age.

MATHEMATICS

Topics in Algebra (10 filmstrips, 5 cassettes)

- 5-6 A/B - Open Sentences
Linear Equations.
- 5-6 C/D - Linear Equalities
Graphic Solution of Linear Equations and Inequalities.
- 5-6 E/F - Quadratic Equations
Quadratic Inequalities.
- X328 C/D - Positive Integral Exponents
Multiplying Polynomials
- X328 E/F - Radicals: Simplifying Product
Radicals: Simplifying Quotient.

NATURAL SCIENCES

Earth Science (8 filmstrips, 4 cassettes)

- 2-2 A/B - Rocks and Minerals, Part 1
Rocks and Minerals, Part 2.
- 2-2 C/D - Weathering and Erosion
Glaciation.
- 2-2 E/F - Mountain Building
Earthquakes and Volcanoes
- 202 G/H - Ocean Currents
Atmospheric Currents

Laws of Science (10 filmstrips, 5 cassettes)

- X 200 A - Boyle's Law
- X 200 B - Charles' Law
- X 200 C - Definite Composition
- X 200 D - Conservation of Matter
- X 200 E - Inverse Square Law
- X 200 F - Newton's 2nd Law of Motion
- X 200 G - Newton's 3rd Law of Motion
- X 200 H - Ohm's Law
- X 200 I - Joule's Law
- X 200 J - Reflection

SLIDE / SOUND PROGRAMS

Cassette tapes and slides:

HISTORY -

American Studies

American Civilization: The First Hundred Years

Program One: American Civilization, 1783-1840
Young America Admires the Ancients

Program Two: American Civilization, 1840-1876
The Arts Reflect Daily Life
Bridges to the 20th Century.

Americans on America: Our Identity and Self-Image

Part One: Freedom and Equality
Part Two: Conflicting Images

The American Dream: Myth or Reality? Part I and Part II

HUMANITIES

The Humanities: An Approach to Living in the Modern World

Art

Paintings About America: 1650 - 1969.
Part I and Part II

Art Appreciation

The Metropolitan Museum Seminars in Art
Technique: Fresco; Tempera and Oil; Watercolor, Pastel
and Prints
The Artist as Social Critic and as Visionary

Art, Literature & Music

Why Man Creates: Man - The Measure of All Things
Man Creates: In His Own Image - Part I
Man Creates: For God and Country -Part II
Man Creates: For Love or Money - Part III

LITERATURE

American

The Origins of American Values: The Puritan Ethic
to the Jesus Freaks, Part I and Part II

World

The Bible as Literature : In the Beginning Was the Word
Part I and Part II
Myths and Legends: Mirrors of Mankind
Part I, II and III

Slide/Sound Programs, con't.

SOCIAL SCIENCES

Law

Law and Justice: Man's Search for Social Order
Part I and Part II

Philosophy

Philosopher's Ideas that Changed the World: Christ, Marx, Darwin
Part I and Part II

Psychology

The Psychology of Man: An Inquiry into Human Behavior
Part I and Part II

CASSETTE TAPES TO BE ADDED TO REGULAR IHC COLLECTION PURCHASED
BY C L E P - Ask Mrs. Knapp for tape - she may know where it is!

History

E 176 V6036 X195 Voices of the Past
E 185.61 E2 X199 Early Protests, Early Progress
E 209 I304 X202 Ideological Issues of the American Revolution
E 215 L4 X203 Let Freedom Ring
E381 P604 X204 Policy and Administration Derived

Economics

HD4802 R508 X215 Rise of Labor

Finance

HG 289 H5 X218 The History of Gold

Political Science

JK 34 C604 X236 Colonial Roots of the Constitution
JK 51 P705 X238 Primary End of American Government
JK 51 P3085 X239 Patterns & Prospects of Federalism
JK 119 R4 X241 Representative Democracy in America
JK 216 T6 X242 The Young Republic
JK 331 F403 X244 The Federal System & The Centralization of Power
JK 1846 B706 X245 Broadening the Base
JK 2261 G703 X246 "Grand Alliances"

Law

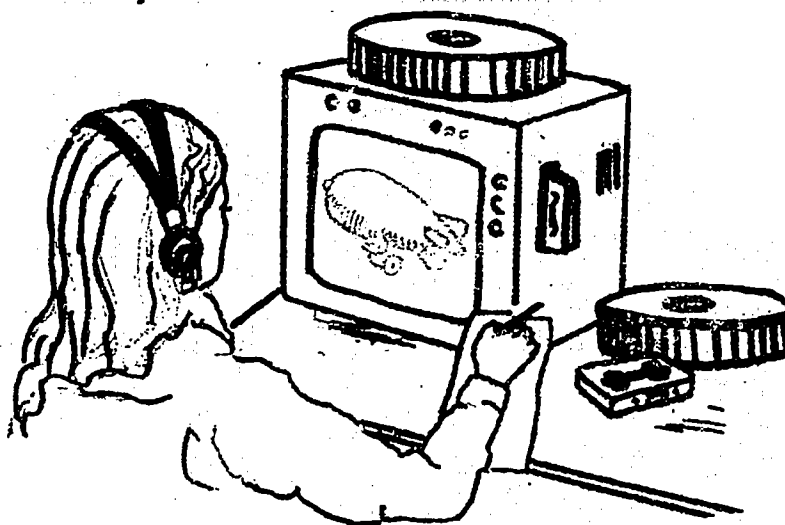
KF6289 P705 X250 Principle of Taxation

Fine Arts

NA 705 H508 X264 History of American Architecture
NA 1088 G8 M6 X265 A Modern Architectural Innovator

Science

QC 32 A803 X280 Astronomical Dimensions



a report on **PROJECT**

CLEP

IMMACULATE HEART COLLEGE LIBRARY

REPORT ON PROJECT CLEP

The following script accompanies a sound filmstrip prepared for the United States Office of Education, under the Higher Education Act Title II-B, Library Research and Development by Immaculate Heart College Library. It contains a narration of the audio portion on the right side of the page and a number on the left represents the image appearing on the screen.

1. Title frame - College Library Prototype Tutorial Program to Prepare Adults for CLEP Examinations.
2. Title frame - Immaculate Heart College Library Report on Project CLEP
3. Title frame - Prepared for the United States Office of Education
4. Title frame - Under the Higher Education Act Title II-B, Library Research and Development.
5. Narrator's voice - C L E P ? ? ? What is CLEP? The letters are for College Level Examination Program which was established in 1965 as an activity of the College Entrance Examination Board.
6. Over 1500 institutions offer college credit on the basis of this examination program.
7. Each of these institutions determines acceptable passing scores and
8. the total amount of credit allowed for each test.
9. There are two types of CLEP examinations - General and Subject, At the present time,
10. there are five general and forty-four special subject exams - these tests are based on typical courses in a variety of colleges throughout the United States.
11. Many businesses, industries, government agencies and other groups accept these test scores to meet
12. educational requirements for advancement, licensing, admission to further training and other benefits.

13. Immaculate Heart College is one of the many four-year colleges which accepts CLEP scores.
14. IHC is an independent, liberal arts college for men and women in the
15. Los Angeles community of Hollywood. In 1974,
16. Harriett Covey, then College Librarian, became interested in applying for a grant from the Office of Education to set up a library-centered tutorial program to prepare adults for CLEP tests.
17. A major objective was to reach adults who were unaware of alternative avenues to earning college credit and who were afraid of failing as college students.
18. A study made previously by Immaculate Heart College determined many adults did not know about CLEP, were fearful of taking tests and of the academic world itself, and uneasy about their study habits yet desirous of a college degree.
19. The CLEP project was planned to utilize the resources of the IHC library,
20. faculty consultants and to provide tutors to encourage and give support to the adult learners.
21. Most of the tutors were graduating seniors who were recommended by faculty as outstanding students; these tutors attracted
22. peer group members with like academic strengths. The proposal received funding through the Office of Education and in July, 1975, a staff was
23. assembled. Helen Gottlober, reference librarian at IHC was named project director;
24. Betty Knapp, media librarian, and
25. Jeremy Schwartz, project aide, began work soon thereafter.
26. Alfred Gonsalves a member of the IHC library staff, began to order materials selected by the librarians for CLEP.
27. Kathleen Lucitt, former principal of the Immaculate Heart High School, was added to the staff in August as coordinator of the tutors.

28. The first group of tutors was hired by late September.
29. Art Laing, publicist for the college, sent news releases to newspapers, radio and television stations.
30. Flyers sent to libraries and other agencies brought many responses. An unusual number of inquiries, about the tutorial service, resulted from an interview with the project director on a late night radio 'talk show'.
31. As applicants contacted the CLEP office, appointments were made with Mrs. Gottlober. She saw each applicant
32. and discussed the opportunity to earn college credit through CLEP, the tutorial service provided by the grant, and made each one aware of the library resources in a general manner.
33. After an application from the potential learner was submitted, Miss Lucitt assigned a tutor to that person based on his/her choice of subject area.
34. In the first period of tutoring, ~~ten~~ tutors worked with more than forty students. Tutors encouraged their students to utilize the full resources of the library
35. which included a regular book collection of nearly 120,000 volumes,
36. over 350 periodicals, microfilm and
37. microfiche holdings as well as
38. physical materials, over
39. 600 audiocassette titles, and new audioslide
40. and filmstrip programs.
41. Tutors usually met with their students once a week;
42. the average period of preparation for taking examinations was almost six months.
43. In some instances, two students would work with a tutor at the same time but
44. in most cases, there was the 'one-to-one' relationship
45. as anticipated in the proposal.


46. The progress of each 'learner' was recorded by the tutors on log sheets and when anyone ended a relationship with a tutor, appropriate forms were completed by each one. Some preferred to study on their own, others found the program to be too time-consuming, or too difficult.
47. Project CLEP attracted more women than men. The men, however, were younger and had previously earned more college credit. It was of interest to note 57% of the total enrollment had previous college credit; 43% did not. During the second period of tutoring, there was a large influx of women as a result of Mrs. Gottlober's participation in a 'Career Day' program sponsored by the Department of Public Social Service Office for its employees.
48. 55% of the total Project enrollment were in the 30 - 49 age bracket supporting the proposal hypothesis that the adult population is interested in independent learner programs.
49. Most of those enrolled in the IHC Library program wanted to prepare to take English, mathematics or natural science examinations. Only a few were interested in any of the forty-four special subject examinations. The students were asked to notify the CLEP office at IHC when they had taken examinations and the test results became part of the students' files.
50. To help work out some of the problems encountered in administering the program and to consider how to report on it, Paul Janaske of the Office of Education and
51. Jose Orlando Toro of the College Entrance Examination Board visited IHC.
52. Dr. Gary Riley, a specialist in Adult Education at UCLA discussed with the project director the goal of Project CLEP. The proposal stated if thirty people were attracted to Project CLEP at IHC each tutoring period, the program would be viable.
53. There were, in fact, fifty-four involved the second quarter of the Project, sixty-nine the third quarter, and twenty-one the fourth quarter bringing the enrollment to one hundred forty-four, thus exceeding the anticipated enrollment by 63%.
54. Dr. Riley was also interested in the relationship of the adult learner and tutor - accordingly, each program participant was asked to evaluate the tutor and the CLEP project at IHC.

55. Many students indicated that they felt they would not have made enough progress on their own to prepare adequately for the exams
56. and were very appreciative of the tutor's efforts on their behalf.
57. They also indicated that the opportunities to become familiar with
58. and have access to audiovisual materials, which provided a non-traditional method of learning
59. were considered important in their successful preparation for the tests.
60. (No narration.)
61. (No narration.)
62. If non-traditional methods for granting college credit are to be considered by colleges,
63. then it will follow that some of those entering the programs will require assistance unique to their needs.
64. The College Level Examination Program has proven its value in encouraging and assisting adults in furthering their college education.
65. The director and staff are well-satisfied the project at Immaculate Heart College Library
66. indeed demonstrated successful preparation of adults for the College Level Examination Program.
67. Credits
frame - (No narration.)



Q17

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IMMACULATE HEART COLLEGE
 **library**
TELEPHONE NUMBER
(213) 462-1301
Extension 271

IMMACULATE HEART COLLEGE LIBRARY
462-1301
Extension 271

LIBRARY HOURS

REGULAR SEMESTER

Monday through Thursday 9:00 a.m.-7:00 p.m.
Friday 9:00 a.m.-5:00 p.m.
Sunday 1:00 p.m.-5:00 p.m.
Closed Saturday

BETWEEN SEMESTERS

Monday through Friday 10:00 a.m.-4:00 p.m.
Closed Saturday and Sunday

BORROWING PROCEDURES

BOOKS - There is no limit to the number which may be borrowed from the library for a 2-week period, although no more than two should be on the same subject. One renewal is allowed, either by telephone or in person. Overdue fine is 5¢ per day.

PERIODICALS - Bound volumes and microfilmed magazines may not be checked out. Other magazines circulate overnight. One renewal is permitted. No more than three magazines may be borrowed at one time. Overdue fine is 10¢ per day per journal.

RESERVE MATERIAL - Please inquire at the main desk. Circulation period is determined by instructor who placed material on reserve. Overdue fine is 50¢ per day.

MUSIC SCORES - Circulate as books.

CASSETTES (Limit 3) and **PLAYERS** (Limit 1) circulate three days. Cassettes may be renewed once. Players may not be renewed. Overdue fine for cassettes is 5¢ per day and for players 50¢ per day.

SERVICES

Microforms and microform readers are available. Please inquire at the main desk.

Non-copyrighted cassettes may be duplicated at 50¢ per cassette. Please supply your own proper-length cassette.

Interlibrary loans can be obtained for students. Please allow two weeks for this service. Books cost approximately 50¢ per item and photoprints of articles cost approximately 25¢ per page.

Xerox copy machine is available in the reading room. The charge per page is 5¢.

Reference service is available during all library hours.

ADDITIONAL INFORMATION

Sorry, smoking and eating are not permitted in any section of the library.

Please, no four-legged animals except seeing eye dogs.

Each student must present his/her IHC identification card each time library material is to be checked out!!!

• project clep •

Name _____

Address _____
(Street) (City) Zip Code

Telephone _____ Social Security # _____

Employer _____ Telephone _____

Educational Background: High School 1 2 3 4
College Credits Earned _____

Age: Under 21 _____ 50 - 59 _____
21 - 29 _____ 30 - 49 _____ 60 + _____

Tests you plan to take: _____ English Composition
_____ Natural Sciences
_____ Mathematics
_____ Humanities
_____ Social Sciences - History

Subject Examinations
(See CLEP folder) _____

I will need tutoring in the following areas:

Times available for tutoring: _____

Where did you learn of IHC's CLEP project: _____

Signature: _____ Date _____

=====

To be completed in the office:
Target date _____ Actual date _____



75 2021 North Western Avenue
Los Angeles, California 90027
Telephone 462-1301, ext. 279

STUDENT EVALUATION OF PARTICIPATION

IN PROJECT C L E P

1. How long did you prepare for the exams? _____
2. How many exams did you take at one time? _____
3. Did you have a target date at the beginning? Yes _____ No _____
4. Did you meet that date? _____ If not, why not? _____
Did you find it helpful to have a target date at the beginning of your studies _____
_____ sometime during the study period? _____ at no time? _____
5. How much previous knowledge of the subject did you have prior to preparing for a particular examination? _____ None; _____ Directed Reading;
_____ Self-directed reading.
6. How did you feel about taking the exam at exam time?
Emotionally? _____
Academically? _____
7. How did you feel about taking exams when you first started in the program?
a. _____ b. Were you apprehensive? _____
8. Please rate the tutor's contribution to your preparation for the examination:
Considerable _____ Moderate _____ Nothing _____
Comment if you wish _____
9. Did you use any resources apart from print materials?
Cassette tapes _____ Filmstrips _____ Slide-sound programs _____
10. Did you find any approach more useful than another? _____
If yes, Which? _____
Explain: _____

For purposes of statistical analysis, the following information is highly desirable:

Racial identity _____	Sex _____
Age: Under 21 _____	21 - 29 _____ 30 - 49 _____
50 - 59 _____	60 + _____

CLEP TUTOR EVALUATION
(by C L E P Student)

CLEP Tutor: _____

Area of study: _____

Please evaluate the tutor's performance in the following areas:

Keeping appointments and using time profitably:

Good _____ Fair _____ Poor _____

Helping you to select materials for study:

Good _____ Fair _____ Poor _____

Helping you to interpret and understand materials (through explanations, questions directing you to further reading):

Good _____ Fair _____ Poor _____

Helping to enrich your knowledge (by adding to what you've read, by making relationships, by pointing out interesting related ideas):

Good _____ Fair _____ Poor _____

Name _____
(Optional - but please complete form and return to
C L E P office in the IHC Library.)

Date _____

CLEP Student Evaluation
(by Tutor)

Student: _____

Tutor: _____

Which CLEP exam(s) is this student preparing for:

General _____ Special _____

What is the nature of the work this student is doing to prepare for the CLEP exam?

Kinds of materials used: Books _____ Tapes _____

Slide-sound programs _____ Filmstrips _____

Frequency of tutorial sessions: _____

Hours of study per week: _____

Please evaluate student's progress:

Has a target date been set: _____ Is it realistic? _____

Explain _____

What do you think about the student's attitude about preparing for the exams?

Keeps appointments _____

Does own work _____ Relys on tutor to explain _____

Concerned about ability to: Study for the exam _____

Take the exam _____

Did you discern any change in the emotional climate as tutoring progressed? _____

Explain _____
